**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 1**

**Technology Facilitator Standard 1: Technology Operations and Concepts**

*Technology facilitators and leaders ensure that their colleagues possess the fundamental understanding and skills needed to operate specific technologies and understand the concepts associated with technology use.*

**Reflection on Reading and Field Based Experiences**

**Self -Assessment**

Reading about Standard 1 in the text *ISTE’s Technology Facilitation and Leadership Standards,* laid a solid foundation by which to build my leadership role as a technology facilitator. Assuming that I will have that title at some point after completing my master’s degree, I will need to have the skills and knowledge that each of the eight standards in the text outline. Standard 1 goals are “general, basic, and usually transferable across different hardware platforms and software applications” (Williamson & Redish, 2009, p. 18). In my field-based activity, I utilized the knowledge gained from this reading to train new teachers on the basic technology operations involving Gradebook, the district server, and district email. I relied on the knowledge and skills I had acquired from using these elements (old information) and combined that with the new information I learned from the readings about Standard 1 to create a half day staff development day for new teachers. According to the CDW-G Teachers Talk (2006, para.17) survey, “only 18% of teachers possess an ‘advanced’ level of technology proficiency.” The activities that I conducted in my field-based staff development day helped me master the Standard 1 objectives through modeling correct usage of the district email, school-shared drives, and Gradebook software. I also provided hands-on assistance to the participants and offered future technical support services as well through the use of the technology trouble tickets email account. These activities reflect the following Performance Indicators: *TF-I.A (Demonstrate knowledge, skills, and understanding of concepts related to technology as described in the ISTE NETS\*T), and TF-I.B (Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.)*

**Learn as a Learner**

I approached this experience with the theory that the participants would learn more through hands-on activities. The participants learned the new technology operations and concepts through the modeling that I provided and through their hands-on practice with the features. Because I am a hands-on learner, I wanted to use that same method of teaching with the participants of this staff development day. I believe that I was successful in implementing the indicators of Standard 1 as the participants successfully completed the tasks in the meeting to help familiarize themselves with the features and software. The feedback that the participants provided was positive. These new teacher participants now have a solid foundation of the district server, email and network, as well as a functional grasp of using the Gradebook software. Because “teachers’ technology proficiency plays a major role in classroom technology innovations,” I see the importance that Standard 1 holds (Zhao, Pugh, Sheldon & Byers, 2002, p. 104). My past interactions with colleagues concerning their lack of training in these areas as a new teacher to the district, as well as my own lack of training as a new teacher to the district, motivated me to help teach the basic technology skills needed to function within the district.

**Lifelong Learning Skills**

I have learned that trying to make situations better for new teacher is rewarding and will lead to more staff development in the future. This experience challenges me as a lifelong learner to research areas where more professional development is needed. Providing all teachers will the fundamental understanding and skills needed to operate specific technologies is crucial to the successful implementation of technology into required curriculum and crucial to impacting greater student engagement and achievement.

References:

CDW-G. (2006). *Teachers talk survey.* Retrieved from http://newsroom.cdwg.com/features/feature-06-26-06.html

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations. *Teachers College Record.*